

Title: Follow-up Nutrition Education Contacts

Purpose

To ensure that all WIC participants are offered follow-up nutrition education contacts.

Authority

7 CFR 246.11, USDA memo 2004-WIC-13

Policy

WIC participants will be offered appropriate and up-to-date follow-up nutrition education according to standards and staff qualifications.

I. Follow-up nutrition education contacts will:

- A. Be provided by qualified professional staff.
- B. Include a review of the participant's nutrition care plan.
- C. Incorporate the use of OARS (open ended questions, affirmation, reflective listening and summary) interviewing techniques.
- D. Include accurate and up-to-date information based on the participant's category, stated interests, concerns, goal and/or nutrition risk.
- E. Meet the language and cultural preferences of the participant.
- F. Be offered at no cost to the participant.
- G. Be documented in the participant's folder in a consistent and organized manner.

II. Follow-up Appointments

- A. Follow-up on nutrition education.
 - 1. Progress on resolving nutrition concerns and assigned nutrition risk codes.
- B. Follow-up on referrals.
- C. Follow-up on and evaluation of the participant's progress toward agreed upon goals.
- D. Documentation of the discussion.

III. Types of follow-up nutrition education contacts may be:

- A. Individual education
 - 1. Participant-led discussion of a topic related to the participants stated interests, concerns, goal and/or nutrition risk.
 - 2. A concluding evaluation to determine the understanding of the information discussed with the participant during the visit.
 - a. **Examples** of appropriate questions depending on the content of the education session are:

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1. Based on our discussion, what things are you willing to do to gain less weight in this pregnancy?
 2. Can you think of some foods high in iron you can offer your child?
 3. What is something you can do to try to increase your child's intake of vegetables?
- b. **Examples** of inappropriate questions are:
1. Do you have any questions?
 2. Do you understand what we talked about?
 3. Can you eat the recommended number of servings from the meat group?
3. Every attempt to encourage interaction with the participant will be made.
4. Document the individual education contact and content in the participant's folder.
- B. Group Classes
1. Will be presented according to the lesson plan for the class (the lesson plan does not need to be followed "word for word").
 2. Will be presented by staff or volunteers who have been trained on the subject matter prior to teaching the class.
 3. Document class name and record of attendance in the participant's folder.
- C. Web-based education and/or self-paced lessons including: DVDs, printed materials, posters or bulletin boards with an interactive component may be used for low-risk participants.
1. An interactive component is defined as a two-way exchange of information and may include face-to-face, computer based through secure meeting software (i.e. Webex) or telephone. All types of nutrition education will have an interactive component.
 - a. High-risk participants who have met with the RD and are no longer considered "high-risk" as their issue may be under control or resolved can use this form of secondary nutrition education.
 2. Web-based Education
 - a. Provide the wichealth.org address to the participant as well as their local agency and clinic name.
 - b. Provide information to the participant on how to submit their certificate of completion to the WIC clinic by e-mail, mail or in person after completing at least one lesson.
 - c. Describe how the interactive component will work based on the local agency's nutrition education plan.
 - d. Provide guidance on appropriate topics based on the participant's category, nutrition risks, stated interests, concerns, and goal.

- e. Document the specific name used for the education and record of interactive follow-up content in the participant's folder.
 - f. Determine and document the next nutrition education method according to the nutrition care plan.
- 3. Self-Paced Lessons
 - a. Provide the materials; this may include specific DVDs, printed materials, posters, or an interactive bulletin boards.
 - b. Follow the local agency nutrition education plan on how to use talking points for discussion and follow-up.
 - c. Document the specific name used for the education (title of the DVD or material) and record of interactive follow-up content in the participant's folder.
 - d. Determine and document the next nutrition education method according to the nutrition care plan.